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ABSTRACT

Major social studies objectives delineated in this booklet provide a framework for the measurement of student achievement in the social studies. The booklet is arranged in four chapters. The first chapter describes the development of social studies objectives; the other chapters respectively list the social studies objectives for the specific age groups: 9-year-olds, 13-year-olds, and 17-year-olds and adults. In each of the later chapters major objectives are stated, followed by specific age-related subobjectives. Six major objectives emphasize the need for students to develop (1) a knowledge base for understanding the relationships between human beings and their social and physical environment; (2) an understanding of the origins and interrelationships of beliefs, values, and behavior patterns; (3) the competencies to acquire, organize, and evaluate information for purposes of solving problems and clarifying issues; (4) the human relation skills necessary to communicate and work with others; (5) a positive self-concept, self-esteem, and movement toward self-actualization; and (6) a commitment to the right of self-determination for all human beings and a willingness to take rational action in support of means for securing the preservation of human rights. The appendix lists conference participants and consultants. (Author/DE)

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Social Studies Objectives

Second Assessment

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TABLE OF CONTENTS

Preface v

Chapter 1 Development of Cycle II Social Studies Objectives ... 1

Chapter 2 Cycle II Social Studies Objectives for 9-Year-Olds 3

Chapter 3 Cycle II Social Studies Objectives for 13-Year-Olds ... 13

Chapter 4 Cycle II Social Studies Objectives for 17-Year-Olds and Adults 25

Appendix

Conference Participants and Consultants 39

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PREFACE

The major goals of the National Assessment of Educational Progress are to make available to the general public and to the educational community comprehensive data on the academic attainments of young Americans and to measure changes that take place in these attainments at five-year intervals. These data are intended to be useful to the general public and to educators in making decisions about curricula and the allocation of educational resources.

Specifically, National Assessment gathers information about the knowledge, skills, understandings and attitudes of young people, ages 9, 13, 17 and 25-36, in ten subject areas. Exercises in the subject areas are administered to approximately 100,000 young people each year.

The first step in National Assessment's work in any subject area is to determine which educational objectives are important for young people to achieve. These objectives are identified and defined through the efforts of educators and lay people brought together for that purpose. The final objectives must meet three criteria:

1) They must be considered important by scholars in the subject area.
2) They must be considered acceptable educational tasks by the schools.
3) They must be considered by lay people as desirable objectives for young people to attain.

Once the objectives are identified and defined, questions and tasks, called exercises by National Assessment, are developed to measure how well or to what degree the objectives are being achieved. The exercises are then administered throughout the country to young people selected as subjects by stratified and random sampling.

During the winter of 1972-73, the Social Studies objectives delineated in this booklet were formulated by social studies and social science specialists from various universities and secondary and elementary schools, and by lay people in various occupations from different parts of the country.

One of the challenges in the process of developing objectives for the next assessment of social studies has been the necessity for subject matter specialists and lay people to develop a framework of major objectives that would allow for the development of more specific subobjectives and related age-specific illustrations. It was decided that an appropriate framework for the measurement of achievement in the social studies would include the acquisition of a knowledge base for understanding human beings and their relationships with their environments, and understanding of values as they relate to

individuals and groups, the use of intellectual and human relation skills, the development of a positive self-concept and a sense of and commitment to rational social participation.

The knowledge to be acquired in social studies draws on the content of the major social science disciplines but is organized in terms of interdisciplinary concepts and ideas to allow a broader and more integrated approach to the study of social phenomena. The skills to be acquired are those of intellectual inquiry and human relations that enable the learner to ask questions about social problems and to participate rationally and responsibly in society. An understanding of the values of individuals and groups are included in recognition of the need to explore and clarify value orientations that underlie our institutions and those of other societies. It is also appropriate to recognize that a person's self-perception is closely related to the individual's role in society. Since social studies deals with the study of the individual's role in society, the development of a positive self-concept becomes an important objective in this area. The importance of the participation of young people in the solution of societal problems prompted the inclusion of a final objective that addresses itself to the commitment to the right of self-determination for all human beings and a willingness to take rational action in support of means for securing and preserving human rights.

The objectives have been stated in broad enough terms to permit considerable flexibility in the development of evaluation exercises. However, the various consultants involved in the statement of these objectives assume that any exercise developed will be appropriate for the age for which it was designed in terms of reading and language level as well as the situation presented in the exercise. In addition, they assume that the exercises developed will involve situations from the past as well as the present and will include representative cultures from different areas of the world.

The enclosed objectives represent what the members of the various consultant groups believe to be reasonable and desirable social studies objectives for young people in the 1970s.

CHAPTER 1

DEVELOPMENT OF CYCLE II SOCIAL STUDIES OBJECTIVES

The first conference concerned with the redevelopment of social studies objectives was held in Denver in October of 1972. Attending were subject matter specialists from the various social science disciplines (history, economics, political science, geography, psychology, sociology, anthropology) as well as specialists from the field of social studies education. These specialists reviewed the existing set of objectives developed in 1965 and after considerable discussion arrived at a general framework for the Cycle II objectives. This framework included six major objectives—knowledge, values, intellectual skills, human relation skills, self-concept and commitment. For each of these major objectives, the specialists also indicated general concepts (subobjectives) that they have thought applied to each of these major areas.

The second developmental conference was held in Denver in November of 1972. Present were teachers and curriculum supervisors from various schools around the country and social studies specialists in the field of teacher education and curriculum design. These participants reviewed the objectives and subobjectives statements developed at the October conference. Although they made a number of revisions in the wording of the objectives, the general framework remained similar to that developed at the first conference. Participants at this conference also added age-specific statements for each of the major objectives and subobjectives.

At the conclusion of the November conference a Social Studies Advisory Group was formed to refine the work done at both the October and November conferences. Members of this advisory group were drawn from participants at both conferences.

Although specialists at both the October and November conferences felt that self-concept should be a major objective, they did not feel confident enough in this area to state the subobjectives and age-specific statements. In January of 1973 a special conference was held to work on the self-concept objective. This conference resulted in subobjectives and age-specific illustrations for the self-concept area.

In January of 1973, the objectives, subobjectives and age-specific illustrations resulting from all the previous developmental conferences were reviewed by a conference of lay people from various areas of the

country. These lay people consisted of adults and students from various professions and schools who are not directly associated with the field of social studies education. A number of revisions were made as a result of this conference, including substantial expansion of the concepts under the commitment objective.

In May of 1973, a draft of the social studies objectives resulting from all the developmental conferences was sent to some 300 randomly selected elementary, junior high and high schools and 50 state departments of education for evaluation. The evaluation asked for ratings of the objectives in terms of current use, predicted future use and importance. Space was also provided for comments or suggestions concerning the objectives. A total of 189 classroom teachers and 38 state department social studies specialists responded to the evaluation. (A comprehensive report of the results of this evaluation is available from National Assessment).

In June of 1973, members of the Social Studies Advisory Group met to review the results of the teacher-state department evaluation. A number of revisions in the objectives were made on the basis of the comments of both teachers and state department personnel. The results of this evaluation and the conference were sent to the participants from all previous developmental conferences for their review.

The final meeting of the Social Studies Advisory Group to consider reactions to the final draft of the objectives was held by a conference telephone call in February 1974. A number of additions were made to both the values and commitment objectives.

CHAPTER 2
CYCLE II SOCIAL STUDIES OBJECTIVES FOR 9-YEAR-OLDS

I. Develops a knowledge base for understanding the relationships between human beings and their social and physical environment.

A. Acquires knowledge about social organization.

1. Identifies some groups that human beings form (e.g., family, peer, community, national groups) and indicates why these groups form (e.g., for protection, for care of young, for social satisfaction, for pooling of energy to provide food and shelter).

2. Describes some of the functions of family and peer groups in own society and other cultures.

3. Gives examples of some basic institutions in the community (e.g., educational—schools, legal—law enforcement agencies, financial—banks, health care—hospitals, business — stores and factories) and describes some of the functions of these institutions.

B. Acquires knowledge about the relationships between human beings and their social environments and understands some of the consequences of these relationships.

1. Identifies some influences family and peer groups have on individual behavior and attitudes (e.g., choice of clothes, food, language, recreation and attitudes toward other people and institutions such as education).

2. Identifies individuals and groups whose efforts, ideas or inventions have significantly affected the lives of other human beings and describes their contributions.

3. Identifies ideas and inventions that have changed the ways people live, describes the changes that have occurred as a result of these ideas and inventions and evaluates the effect of these changes on the way people live.

4. Describes some ways ideas, customs and inventions have been transmitted and spread to other people.

C. *Acquires knowledge about the relationships between human beings and their physical environments and understands some of the consequences of these relationships.*

1. Describes ways human beings interact with the physical environment.

2. Gives examples of ways human beings have adapted to their physical environment.

3. Describes some ways human beings have modified their physical environment and identifies some reasons for such modifications.

4. Identifies some influences of technology (e.g., inventions and methods of production) on the relationship between human beings and their physical environment.

D. *Acquires knowledge about decision-making processes.*

1. Gives examples of some decisions made at home, in school and in peer groups which affect the individual; identifies who makes these decisions; and describes how these decisions have affected individual behavior.

2. Identifies some influences on consumer decisions (e.g., geographic location, life style, advertising, level of income and peer pressure).

3. Identifies some decisions made about services in the community (e.g., protection, health-care, transportation) and identifies some reasons for these decisions.

4. Identifies decisions made about the production and distribution of goods in the community and suggests some reasons for these decisions.

5. Identifies ways in which individuals or groups can support or affect changes in decisions that have been made.

E. Acquires knowledge about conflict and the impact it has on individual and group relationships.

1. Gives examples of conflict within and between family and peer groups and identifies some of the reasons for such conflict.

2. Describes some ways people react to conflict in family and peer groups.

3. Explains how conflict may affect relationships between individuals and between groups of people.

4. Suggests constructive ways of handling conflict situations in family and peer groups.

II. Develops an understanding of the origins and interrelationships of beliefs, values and behavior patterns.

A. Expresses awareness of some of the beliefs and values expressed by people and recognizes that the conditions, times and places in which people live influence their beliefs, values and behaviors.

1. Describes own feelings and preferences about people, beliefs and ways of life.

2. Describes ways one expresses own feelings and preferences about people, beliefs and ways of life.

3. Identifies objects, feelings and ideas important to people in different places and at different times.

4. Describes ways people express their feelings and preferences for objects and ideas.

5. Infers from information about conditions, times and places in which people live what their beliefs, values and activities might be.

6. Infers beliefs and values from patterns of behavior.

7. Predicts behavior from knowledge of beliefs and values.

B. Understands ways beliefs and values are transmitted in various cultures.

1. Describes ways beliefs and values are transmitted in own family and peer groups.

2. Describes ways beliefs and values are transmitted between people in another culture.

C. Understands some of the influences of differing beliefs and values on relationships between people.

1. Gives examples of differences in beliefs and values between members of own family or peer group and indicates some possible effects of these differences.

2. Identifies preferences that lead to group identification.

D. Examines own beliefs and values and the interrelationships between and among beliefs, values and behavior.

1. Describes own personal response (actions or attitudes) to a dilemma situation and indicates the possible consequences of this response to self and others.

2. Identifies own beliefs and values and those of others in a dilemma situation involving members of family or peer groups.

3. Identifies alternative responses to a dilemma situation, considers the possible consequences of these responses and selects a position.

III. Develops the competencies to acquire, organize and evaluate information for purposes of solving problems and clarifying issues.

A. Identifies problems or issues appropriate for study.

B. Prepares a plan to guide study of a problem or issue.

C. *Identifies, locates and uses sources of information and evaluates the reliability and relevance of these sources.*

1. Identifies, locates and uses sources of information (e.g., authorities or resource people, books on subject, encyclopedias, maps, globes, pictures, television, radio, personal experiences).

2. Distinguishes between relevant and irrelevant sources.

3. Distinguishes between reliable and unreliable sources.

4. Uses more than one source to obtain information.

5. Develops questions appropriate for gaining information from resources (e.g., authorities or resource people, books on subject, encyclopedias, maps, globes, pictures, television, radio, personal experiences).

D. *Organizes, analyzes, interprets and synthesizes information obtained from various sources.*

1. Records observations and information obtained from sources (e.g., charting, mapping, outlining, illustrating).

2. Identifies central elements in information.

3. Classifies information.

4. Recognizes errors in logic.

5. Differentiates between points of view.

6. Recognizes the relevance and adequacy of information.

7. Identifies cause and effect relationships.

8. Makes inferences.

9. Summarizes information.

E. *Uses summarized information to draw conclusions, offer solutions to problems or clarify issues.*

F. Validates outcome of study.

1. Tests solutions to problem or issue when possible.

2. Modifies solutions in light of new factors or considerations.

3. Recognizes the tentativeness of conclusions and solutions.

IV. Develops the human relation skills necessary to communicate and work with others.

A. Attends to expressions of others.

B. Encourages others to express views and opinions.

C. Listens carefully to others.

D. Clarifies and elaborates on own ideas.

E. Asks for clarification and elaboration of the ideas of others.

F. Expresses awareness of different discussion roles (e.g., initiator, facilitator, blocker) and recognizes some of the effects of these roles on individual and group action.

G. Interacts in various capacities (e.g., leader, advisor, supporter).

H. Expresses willingness to interact with a variety of people.

I. Provides emotional and intellectual support for others in group efforts.

J. Shares in responsibilities that arise from group efforts.

V. Develops a positive self-concept, builds self-esteem and moves toward self-actualization.

A. Expresses awareness of the characteristics that give one identity.

1. Identifies a range of individual (personal) characteristics (e.g., sex, age, physical, position, aesthetic preferences).

2. Identifies characteristics of the groups, institutions or associations with which one identifies (e.g., family, peer, educational, national, religious, ethnic).

3. Identifies similarities and differences between one's own characteristics and those of the groups with which one identifies.

B. *Expresses awareness of one's goals (aspirations), the goals of the groups with which one identifies and the fit between these goals.*

1. Identifies personal goals and explains why these goals are important.

2. Identifies the goals of the groups, institutions or associations with which one identifies.

3. Identifies the congruencies and incongruencies between one's personal goals and the goals of the groups with which one identifies.

C. *Expresses awareness of the relative strengths of oneself and the groups with which one identifies and recognizes the societal barriers to full development that may exist.*

1. Identifies one's strengths.

2. Identifies the strengths of the groups, institutions and associations with which one identifies.

3. Identifies the relationship between one's strengths and the strengths of the groups with which one identifies.

4. Identifies possible societal barriers to self and group development.

D. *Assesses the extent to which one has control over the setting and achievement of personal goals in light of what one knows about oneself, the groups with which one identifies and the societal barriers to full development.*

E. *Suggests ways of maximizing one's effectiveness.*

VI. Develops and demonstrates a commitment to the right of self-determination for all human beings and a willingness to take rational action in support of means for securing and preserving human rights.

A. Displays an awareness of a quality of human life and an interest in ways in which the quality can be improved.

1. Recognizes differences in the quality of life among persons and groups of people and can suggest reasons for these differences.

2. Identifies ways groups or social institutions may help improve the quality of human life.

3. Identifies specific obstacles to, or restrictions on, personal and social growth.

4. Suggests ways that one can personally and practically help to improve the conditions of human life.

B. Explains and supports rights and freedoms important to human development.

1. Identifies rights and freedoms important to oneself and explains their relationships and importance to full human development.

2. Explains the meanings and implications of equal access to opportunity.

3. Suggests ways in which one can act in support of equal access to opportunity for all people.

4. Expresses a willingness to act in upholding basic constitutional principles and explains why these principles are important to individual achievement and well-being.

5. Expresses a willingness to act in support of means to achieve equal opportunity and explains why these means are important to the individual.

C. *Participates in family, school and community life on the basis of rational decisions involving one's own values and the conflict among these values.*

1. Applies clearly thought-out values and conscious sensitivity to the rights and opportunities of others in making decisions about personal actions.

2. Participates rationally in the setting, planning, achievement and evaluation of personal goals and activities carried on at home, in school or in peer groups.

CHAPTER 3
CYCLE II SOCIAL STUDIES OBJECTIVES FOR 13-YEAR-OLDS

I. Develops a knowledge base for understanding the relationships between human beings and their social and physical environment.

A. Acquires knowledge about social organization.

1. Identifies some groups that human beings form (e.g.,family, peer, community, national groups) and indicates some reasons why these groups form.

2. Describes some of the functions of groups such as family, peer, community and national groups in various cultures and indicates how and why these functions change, and how and why they differ.

3. Describes some of the functions of basic institutions (e.g., educational, religious, financial, health care, business) in our society and indicates how and why these functions change.

4. Identifies "cultural universals" such as shelter, food, communication, socialization, family organization and religion and recognizes that these "cultural universals" take different forms in various cultures and that these forms change over time.

5. Describes some basic patterns of human settlement (e.g., nomadic, village, city) and identifies differences between these patterns.

B. Acquires knowledge about the relationships between human beings and their social environments and understands some of the consequences of these relationships.

1. Identifies and describes some influences groups (e.g., family, peer) and institutions have on individual behavior and attitudes (e.g., choice of clothes, food, language, recreation; attitudes toward other people and institutions).

2. Identifies individuals and groups whose efforts, ideas or inventions have significantly affected the lives of other human beings and describes and evaluates their contributions.

3. Identifies ideas and inventions that have changed the ways people live, describes the changes that have occurred as a result of these ideas and inventions and evaluates the effect of these changes on the way people live.

4. Describes ways ideas, customs and inventions have been transmitted and spread to other people.

5. Describes some factors that might promote or inhibit technological change.

6. Describes and evaluates some effects of population density and growth on the way people live.

7. Explains and evaluates some ways human resources have been allocated, utilized and conserved in the community, the nation and other societies.

8. Gives examples of the achievements of various ethnic groups (including one's own) to the development of a particular culture.

9. Describes some political and economic interactions between the United States and other countries and indicates how these interactions affect people's lives.

C. *Acquires knowledge about the relationships between human beings and their physical environments and understands some of the consequences of these relationships.*

1. Describes ways human beings interact with their physical environment.

2. Describes ways human beings have adapted to their physical environment in the past and suggests adaptations that may be made in the future.

3. Describes some ways human beings have modified their physical environment and explains some reasons for and effects of such modifications.

4. Explains some effects of technology (e.g., inventions and methods of production) on the relationship between human beings and the physical environment.

5. Explains and evaluates ways natural resources have been allocated, utilized and conserved in the United States and other countries.

D. Acquires knowledge about decision-making processes.

1. Gives examples of some decisions made at home, in school and in peer groups which affect the individual; identifies who makes these decisions; and describes how these decisions have affected individual behavior.

2. Explains the influence of geographic location, life style, advertising, level of income, peer pressure and governmental actions on consumer decisions and describes individual or group actions taken to protect the consumer.

3. Identifies some decisions made about services (e.g., protection, health-care, transportation) in community, state and national situations and suggests some reasons for these decisions.

4. Identifies decisions made about the production and distribution of goods in community, state and national situations and suggests some reasons for these decisions.

5. Describes ways in which individuals or groups can support or affect changes in decisions that have been made.

6. Identifies situations (e.g., home, school, peer, community, national, international) where individual or group participation in decision making has been affected by lack of opportunity and suggests ways of increasing participation.

7. Identifies specific interests of some of the major economic, social and political organizations in the United States and describes some influences these groups have on the decision-making process.

8. Identifies some of the major differences and similarities between the political and economic decision-making processes of the United States and those of a country with another form of government.

9. Identifies and explains the impacts and significance of some of the political and economic decisions made between the United States and another country.

10. Identifies the rights of the individual as expressed in the United States Consitution and describes the importance of these rights in decision making.

11. Identifies the division of power between local, state and national governments and describes some effects this division of power has on decision-making processes.

12. Describes ways in which formal contracts (e.g., charters, constitutions, business agreements) have been used as a basis for decision making.

E. Acquires knowledge about conflict and the impact it has on individual and group relationships.

1. Identifies potential sources of conflict (e.g., values, distribution of power, wealth) within and between family, peer, school, community, national and international groups.

2. Gives examples of conflict within and between family, peer, school, community, national and international groups and identifies some reasons for such conflict.

3. Describes ways people react to conflict in family, peer, school, community, national and international situations.

4. Describes ways conflict has been handled in family, peer, school and community, and national and international situations and evaluates the methods used in handling such conflicts.

5. Explains how conflict may affect relationships between individuals and between groups of people.

6. Suggests constructive ways of handling conflict situations.

II. Develops an understanding of the origins and interrelationships of beliefs, values and behavior patterns.

A. Expresses awareness of some of the beliefs and values expressed by people and recognizes that the conditions, times and places in which people live influence their beliefs, values and behaviors.

1. Describes own feelings and preferences about people, beliefs and ways of life.

2. Describes ways one expresses own feelings and preferences about people, beliefs and ways of life.

3. Identifies own criteria for judgment of beliefs and actions of other people, beliefs and ways of life.

4. Identifies objects, feelings and ideas important to people in different places and times and explains why some things are valued more in some places and times than in others.

5. Describes ways people express their feelings and preferences for objects and ideas.

6. Infers from information about conditions, times and places in which people live what their beliefs, values and activities might be.

7. Infers beliefs and values from patterns of behavior.

8. Predicts behavior from knowledge of beliefs and values.

B. Understands ways beliefs and values are transmitted in various cultures.

1. Describes ways beliefs and values are transmitted in own family and peer groups.

2. Describes ways beliefs and values are transmitted between people in another culture.

3. Describes ways beliefs and values are transmitted between cultures.

C. *Understands some of the influences of differing beliefs and values on relationships between people.*

1. Gives examples of differences in beliefs and values between members of own family or peer groups and indicates some of the possible effects of these differences.

2. Identifies preferences that lead to group identification.

3. Gives examples of differences in beliefs and values that have created a division between two groups of people, identifies alternative ways of dealing with the division and explores the consequences of each alternative.

D. *Examines own beliefs and values and the interrelationships between and among beliefs, values and behavior.*

1. Describes own personal response (actions and attitudes) to a dilemma situation, identifies the motivation for the response and indicates the possible consequences of this response to self and others.

2. Identifies own beliefs and values and those of others in a dilemma situation involving members of family or peer groups.

3. Identifies conflicts among own beliefs and values, as well as between and among beliefs and values of others in a dilemma situation.

4. Identifies alternative responses to a dilemma situation, considers the possible consequences of these responses and selects and defends a position.

III. Develops the competencies to acquire, organize and evaluate information for purpose of solving problems and clarifying issues.

A. Identifies problems or issues appropriate for investigation.

B. Plans how to investigate a problem or issue.

C. Identifies, locates and uses sources of information and evaluates the reliability and relevance of these sources.

1. Identifies, locates and uses sources of information (e.g., authorities or resource people, books on subject, reference works, maps, magazines, newspapers, radio, television, interviews, surveys, experiments, personal experiences, case studies).

2. Distinguishes between relevant and irrelevant sources.

3. Distinguishes between reliable and unreliable sources.

4. Uses more than one source to obtain information.

5. Develops questions appropriate for gaining information from resources (e.g., authorities or resource people, books on subject, reference works, maps, magazines, newspapers, radio, television, interviews, surveys, experiments, personal experiences, case studies).

D. Organizes, analyzes, interprets and synthesizes information obtained from various sources.

1. Records observations and information obtained from sources (e.g., charting, outlining, mapping, illustrating).

2. Identifies central elements in information.

3. Classifies information.

4. Recognizes errors in logic.

5. Differentiates between points of view.

6. Recognizes relevance and adequacy of information.

7. Identifies stated and unstated assumptions.

8. Detects biases.

9. Makes inferences.

10. Identifies cause and effect relationships.

11. Recognizes interrelationships among concepts.

12. Summarizes information.

E. Uses summarized information to draw conclusions, offer solutions to problems, clarify issues or make predictions.

F. Validates outcomes of investigation.

1. Tests solutions to problems or issues when possible.

2. Modifies solutions in light of new factors or considerations.

3. Analyzes trends and modifies predictions when necessary.

4. Recognizes the tentativeness of conclusions and solutions.

G. Appraises judgments and values that are involved in the choice of a course of action.

1. Recognizes and weighs conflicting values which serve as contradicting criteria for judging courses of action.

2. Develops a set of criteria for judging proposed courses of action.

3. Applies the established criteria.

4. Selects and defends a position or course of action consistent with established criteria.

IV. Develops the human relation skills necessary to communicate and work with others.

A. Attends to expression of others.

B. Encourages others to express views and opinions.

C. Listens carefully to others.

D. Clarifies and elaborates on own ideas.

E. Asks for clarification and elaboration of the ideas of others.

F. Expresses awareness of different discussion roles (e.g., initiator, facilitator, blocker) and recognizes some of the effects of these roles on individual and group action.

G. Interacts in various capacities (e.g., leader, advisor, supporter).

H. Expresses willingness to interact with a variety of people.

I. Provides emotional and intellectual support for others in group efforts.

J. Shares in responsibilities that arise from group efforts.

V. Develops a positive self-concept, builds self-esteem and moves toward self-actualization.

A. Expresses awareness of the characteristics that give one identity.

1. Identifies a range of individual (personal) characteristics (e.g., sex, age, physical, position, aesthetic preferences).

2. Identifies characteristics of the groups, institutions or associations with which one identifies (e.g., family, peer, educational, national, religious, ethnic).

3. Identifies similarities and differences between one's own characteristics and those of the groups with which one identifies.

B. Expresses awareness of one's goals (aspirations), the goals of the groups with which one identifies and the fit between these goals.

1. Identifies personal goals and explains why these goals are important.

2. Identifies the goals of the groups, institutions or associations with which one identifies.

3. Identifies the congruencies and incongruencies between one's personal goals and the goals of the groups with which one identifies.

C. Expresses awareness of the relative strengths of oneself and the groups with which one identifies and recognizes the societal barriers to full development that may exist.

1. Identifies one's strengths.

2. Identifies the strengths of the groups, insitutions and associations with which one identifies.

3. Identifies the relationship between one's strengths and the strengths of the groups with which one identifies.

4. Identifies possible societal barriers to self and group development.

D. Assesses the extent to which one has control over the setting and achievement of personal goals in light of what one knows about oneself, the groups with which one identifies and the societal barriers to full development.

E. Suggests ways of maximizing one's effectiveness.

VI. Develops and demonstrates a commitment to the right of self-determination for all human beings and a willingness to take rational action in support of means for securing and preserving human rights.

A. Displays an awareness of a quality of human life and an interest in ways in which the quality can be improved.

1. Recognizes differences in the quality of life among persons and groups of people and can suggest reasons for these differences.

2. Identifies ways groups or social institutions may help improve the quality of human life.

3. Identifies specific obstacles to, or restrictions on, personal and social growth.

4. Suggests ways that one can personally and practically help to improve the conditions of human life.

B. Explains and supports rights and freedoms important to human development.

1. Identifies rights and freedoms important to oneself and explains their relationships and importance to full human development.

2. Explains the meanings and implications of equal access to opportunity.

3. Suggests ways in which one can act in support of equal access to opportunity for all people.

4. Expresses a willingness to act in upholding basic constitutional principles and explains why these principles are important to individual achievement and well-being.

5. Expresses a willingness to act in support of means to achieve equal opportunity and explains why these means are important to the individual.

C. Participates in family, school and community life on the basis of rational decisions involving one's own values and the conflict among these values.

1. Applies clearly thought-out values and conscious sensitivity to the rights and opportunities of others in making decisions about personal actions.

2. Participates rationally in the setting, planning, achievement and evaluation of personal goals and activities carried on at home, in school, in peer groups or at work.

3. Participates rationally in some social, political or economic activities carried on in the community.

4. Participates on the basis of rational decisions, alone or with others, in removing obstacles or restrictions to the full development of individuals or groups.

CHAPTER 4
CYCLE II SOCIAL STUDIES OBJECTIVES FOR 17-YEAR-OLDS AND ADULTS

I. Develops a knowledge base for understanding the relationship between human beings and their social and physical environment.

A. Acquires knowledge about social organization.

1. Identifies some groups human beings form (e.g., family, peer, community, national and international groups) and indicates some reasons why these groups form.

2. Describes some of the functions of groups such as family, peer, community, national and international groups in various cultures; indicates how and why these functions change; and gives explanations of the consequences of these changing functions.

3. Describes some of the functions of basic institutions (e.g., educational, religious, financial, health-care, business) in various cultures and indicates how and why these functions change.

4. Identifies "cultural universals" such as shelter, food, communications, socialization, family organization and religion and recognizes that these "cultural universals" take different forms in various cultures and that these forms change over time.

5. Describes some of the basic patterns of human settlement (e.g., nomadic, village, city), gives reasons for these patterns and describes similarities and differences between the various patterns.

B. Acquires knowledge about the relationships between human beings and their social environments and understands some of the consequences of these relationships.

1. Identifies and describes some influences groups (e.g., family, peer) and institutions have on individual behavior and attitudes (e.g., choice of clothes, food, language,

recreation and attitudes toward other people and institutions) and compares these influences with those in other cultures.

2. Identifies individuals and groups whose efforts, ideas or inventions have significantly affected the lives of other human beings and describes and evaluates their contributions.

3. Identifies ideas and inventions that have changed the ways people live, describes the changes that have occurred as a result of these ideas and inventions and evaluates the effect of these changes on the way people live.

4. Explains and evaluates ways in which ideas, customs and inventions have been transmitted and spread to other people.

5. Identifies some factors that might promote or inhibit technological change and explains in what ways these factors might promote or inhibit change.

6. Describes and evaluates some of the effects of population density and growth on the way people live.

7. Explains and evaluates some ways human resources have been allocated, utilized and conserved in the community, the nation and other societies.

8. Explains how various ethnic groups (including one's own) have contributed to the development of a particular culture.

9. Gives examples of some effects on social institutions that may result from contact between cultures.

10. Describes some political and economic interactions between the United States and other countries and indicates how these interactions affect people's lives.

C. *Acquires knowledge about the relationships between human beings and their physical environments and understands some of the consequences of these relationships.*

1. Describes ways human beings interact with the physical environment.

2. Describes and evaluates ways human beings have adapted to their physical environment.

3. Describes ways human beings have modified their physical environment, explains some reasons for these modifications, and describes and evaluates the effects of such modifications.

4. Explains and evaluates some effects of technology (e.g., inventions and methods of production) on the relationship between human beings and the physical environment.

5. Explains and evaluates ways in which natural resources have been allocated, utilized and conserved in the community, regions, the nation and other societies.

D. Acquires knowledge about decision-making processes.

1. Gives examples of some decisions made at home, in school, in peer groups or at work which affect the individual; identifies who makes these decisions; and describes how these decisions have affected individual behavior.

2. Explains the influence of geographic location, life style, advertising, level of income, peer pressure and governmental action on consumer decisions; describes and evaluates individual or group actions taken to protect the consumer.

3. Identifies some decisions made about services (e.g., protection, health-care, transportation) in community, state, national and international situations; suggests some reasons for these decisions; and indicates possible effects of these decisions.

4. Identifies decisions made about the production and distribution of goods in community, state, national and international situations; suggests some reasons for these decisions; and indicates possible effects of these decisions.

5. Compares, contrasts and evaluates ways individuals or groups can support or affect changes in decisions that have been made.

6. Identifies situations (e.g., home, school, peer groups, community, national, international) where individual or group participation in decision making has been affected by lack of opportunity; suggests and evaluates ways of increasing participation.

7. Identifies specific interests of some of the major economic, social and political organizations in the United States and describes some influences these groups have on the decision-making process.

8. Compares and contrasts decision-making processes of democratic and totalitarian political systems and socialistic and capitalistic economic systems.

9. Identifies and explains the impacts and significance of some of the political and economic decisions made between and among nations.

10. Identifies the rights of the individual as expressed in the United States Constitution and explains the importance of these rights in public and private decision making.

11. Identifies the changing relationships in the division of power between local, state and national governments and analyzes some effects this relationship has on decision-making processes.

12. Describes and evaluates ways in which formal contracts (e.g., charters, constitutions, business agreements) have been used as a basis for decision making.

13. Explains the relationships among branches of government as expressed in the United States Constitution and analyzes the importance of these relationships in decision making.

14. Identifies some factors (e.g., lack of information, distortion of data, no clear cause and effect relationship, impact of time, conflict of values) that make political and economic decision making difficult and uncertain.

15. Identifies major factors which have contributed to the economic and political development of a particular country and explains how some of these factors have influenced the decision-making process.

16. Identifies some systems that various nations have developed to involve the general population in decision making and describes how these systems have evolved over time.

17. Explains how an analysis of the political and economic decision-making processes employed in the past can be utilized in formulating processes for the future.

E. Acquires knowledge about conflict and the impact it has on individual and group relationships.

1. Identifies potential sources of conflict (e.g., values, distribution of power, wealth) within and between family, peer, school, community, national and international groups.

2. Identifies specific situations in the community, national and international areas where there is potential or actual conflict; explains some reasons for the conflict and predicts the consequences of the conflict.

3. Describes ways people react to conflict in family, peer, school, community, national and international situations.

4. Describes ways conflict has been handled in family, peer, school, community, national and international situations and evaluates the methods used in handling such conflicts.

5. Explains how conflict may affect relationships between individuals and between groups of people.

6. Suggests constructive ways of handling conflict situations.

II. Develops an understanding of the origins and interrelationships of beliefs, values and behavior patterns.

A. Expresses awareness of some of the beliefs and values expressed by people and recognizes that the conditions, times and places in which people live influence their beliefs, values and behaviors.

1. Describes and explains own feelings and preferences about people, beliefs and ways of life.

2. Describes ways one expresses own feelings and preferences about people, beliefs and ways of life.

3. Identifies and gives reasons for one's own criteria for judgment of beliefs and actions of other people and for judgment of own beliefs and actions.

4. Identifies objects, feelings and ideas important to people in different places and at different times, and explains why some things are valued more in some places and times than in others.

5. Describes and explains ways people express their feelings and preferences for objects and ideas.

6. Infers from information about the conditions, times and places in which people live what their beliefs, values and activities might be.

7. Infers beliefs and values from patterns of behavior.

8. Predicts behavior from knowledge of beliefs and values.

B. Understands ways beliefs and values are transmitted in various cultures.

1. Compares and contrasts the ways beliefs and values are transmitted in own society with ways values are transmitted in another society.

2. Describes ways beliefs and values are transmitted between cultures.

C. *Understands some of the influences of differing beliefs and values on relationships between people.*

1. Gives examples of differences in beliefs and values between members of own family or peer groups and explains some of the possible effects of these differences.

2. Identifies preferences that lead to group identification.

3. Gives examples of differences in beliefs and values that have created a division between two groups of people, identifies alternative ways of dealing with the situation and explains the consequences of each alternative.

4. Compares and contrasts the beliefs and values of two groups of people and suggests the effects (both positive and negative) that the similarities and differences in beliefs and values may have on the relationship between these two groups.

D. *Examines own beliefs and values and the interrelationships between and among beliefs, values and behavior.*

1. Describes own personal response (actions and attitudes) to a dilemma situation, identifies the motivation for the response and indicates the possible consequences of this response to self and others.

2. Identifies own beliefs and values and those of others in a dilemma situation involving members of family or peer groups.

3. Identifies conflicts among own beliefs and values as well as between and among beliefs and values of others in a dilemma situation.

4. Identifies alternative responses to a dilemma situation, considers the possible consequences of these responses and selects and defends a position.

III. Develops the competencies to acquire, organize and evaluate information for purposes of solving problems and clarifying issues.

A. Identifies problems or issues appropriate for investigation.

B. Designs a plan to investigate a problem or issue.

C. Identifies, locates and uses sources of information and evaluates the reliability and relevance of these sources.

1. Identifies, locates and uses sources of information (e.g., authorities or resource people, books on subject, reference works, maps, magazines, newspapers, radio, television, interviews, surveys, experiments, statistical data, case studies, systematic observations and personal experiences).

2. Distinguishes between relevant and irrelevant sources.

3. Distinguishes between reliable and unreliable sources.

4. Uses more than one source to obtain information.

5. Develops questions appropriate for gaining information from resources (e.g., authorities or resource people, books on subject, reference works, maps, magazines, newspapers, radio, television, interviews, surveys, experiments, statistical data, case studies, systematic observations and personal experiences).

6. Evaluates the quality of the available information and identifies important but unavailable sources of information.

D. Organizes, analyzes, interprets and synthesizes information obtained from various sources.

1. Records observations and information obtained from sources (e.g., charting, mapping, outlining, illustrating).

2. Identifies central elements in information.

3. Classifies information.

4. Recognizes errors in logic.

5. Differentiates between points of view.

6. Recognizes relevance and adequacy of information.

7. Identifies and makes judgments about nature of sample.

8. Identifies stated and unstated assumptions.

9. Detects biases.

10. Makes inferences.

11. Identifies cause and effect relationships.

12. Recognizes interrelationships among concepts.

13. Summarizes information.

E. Uses summarized information to draw conclusions, offer solutions to problems, clarify issues, make predictions or serve as a guide to continued investigation.

F. Validates outcomes of investigation.

1. Tests solutions to problems or issues when possible.

2. Modifies solutions in light of new factors or considerations.

3. Analyzes trends and modifies predictions when necessary.

4. Recognizes tentativeness of conclusions, solutions and predictions.

G. Appraises judgments and values that are involved in the choice of a course of action.

1. Recognizes and weighs conflicting values which serve as contradicting criteria for judging courses of action.

2. Develops a set of criteria for judging proposed courses of action.

3. Applies the established criteria.

4. Selects and defends a position or course of action consistent with the established criteria.

IV. Develops the human relation skills necessary to communicate and work with others.

A. Attends to expressions of others.

B. Encourages others to express views and opinions.

C. Listens carefully to others.

D. Clarifies and elaborates on own ideas.

E. Asks for clarification and elaboration of the ideas of others.

F. Expresses awareness of different discussion roles (e.g., initiator, facilitator, blocker) and recognizes some of the effects of these roles on individual and group action.

G. Interacts in various capacities (e.g., leader, advisor, supporter).

H. Expresses willingness to interact with a variety of people.

I. Provides emotional and intellectual support for others in group efforts.

J. Shares in responsibilities that arise from group efforts.

V. Develops a positive self-concept, builds self-esteem and moves toward self-actualization.

A. Expresses awareness of the characteristics that give one identity.

1. Identifies a range of individual (personal) characteristics (e.g., sex, age, physical, position, aesthetic preferences).

2. Identifies characteristics of the groups, institutions or associations with which one identifies (e.g., family, peer, educational, national, religious, ethnic).

3. Identifies similarities and differences between one's own characteristics and those of the groups with which one identifies.

B. *Expresses awareness of one's goals (aspirations), the goals of the groups with which one identifies and the fit between these goals.*

1. Identifies personal goals and explains why these goals are important.

2. Identifies the goals of the groups, institutions or associations with which one identifies.

3. Identifies the congruencies and incongruencies between one's personal goals and the goals of the groups with which one identifies.

C. *Expresses awareness of the relative strengths of oneself and the groups with which one identifies and recognizes the societal barriers to full development that may exist.*

1. Identifies one's strengths.

2. Identifies the strengths of the groups, institutions and associations with which one identifies.

3. Identifies the relationship between one's strengths and the strengths of the groups with which one identifies.

4. Identifies possible societal barriers to self and group development.

D. *Assesses the extent to which one has control over the setting and achievement of personal goals in light of what one knows about oneself, the groups with which one identifies and the societal barriers to full development.*

E. *Suggests ways of maximizing one's effectiveness.*

VI. Develops and demonstrates a commitment to the right of self-determination for all human beings and a willingness to take rational action in support of means for securing and preserving human rights.

A. Displays an awareness of a quality of human life and an interest in ways in which the quality can be improved.

1. Recognizes differences in the quality of life among persons and groups of people and can suggest reasons for these differences.

2. Identifies ways groups or social institutions may help improve the quality of human life.

3. Identifies specific obstacles to, or restrictions on, personal and social growth.

4. Suggests ways that one can personally and practically help to improve the conditions of human life.

B. Explains and supports rights and freedoms important to human development.

1. Identifies rights and freedoms important to oneself and explains their relationships and importance to full human development.

2. Explains the meanings and implications of equal access to opportunity.

3. Suggests ways in which one can act in support of equal access to opportunity for all people.

4. Expresses a willingness to act in upholding basic constitutional principles and explains why these principles are important to individual achievement and well-being.

5. Expresses a willingness to act in support of means to achieve equal opportunity and explains why these means are important to the individual.

C. *Participates in family, school and community life on the basis of rational decisions involving one's own values and the conflict among these values.*

1. Applies clearly thought-out values and conscious sensitivity to the rights and opportunities of others in making decisions about personal actions.

2. Participates rationally in the setting, planning, achievement and evaluation of personal goals and activities carried on at home, in school or in peer groups.

3. Participates rationally in some social, political or economic activities carried on in the community.

4. Participates on the basis of rational decisions, alone or with others, in removing obstacles or restrictions to the full development of individuals or groups.

APPENDIX

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Social Studies Lay Conference
January 27-28, 1973

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